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ABSTRACT

Increasingly, educational evaluators are using studies of individual students in a program, reporting their academic and community background, dimensions of the program in which they were enrolled, and the benefits to the students after completing or leaving the program as a measure of the success of the programs. The case studies in this publication are self-reports of successful students (and sometimes parents or teachers) in vocational economics education programs--both consumer and homemaking, and occupational. These case studies supplement the National Census Study of homemaking and consumer programs. The study identified what is being taught and who is served by vocational consumer and homemaking programs in the secondary schools, while the case studies reveal how the programs are being used by and affecting the students enrolled. This report is divided into eight sections. The first section provides an overview of the consumer and homemaking program. The next six sections are alphabetically arranged by the six subject matter areas identified: child development/parenting; clothing and textiles; consumer education and management; family relations; food and nutrition; and housing, home furnishings, and equipment. The final section deals with the Future Homemakers of America organization. Each section consists of a brief summary of the findings of the National Census Study for each area, followed by the individual success stories applicable to the particular subject matter of the section. (KC)

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THE VALUE OF HOME ECONOMICS EDUCATION: OBSERVATIONS OF STUDENTS, TEACHERS, AND PARENTS

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PREFACE

Success of educational programs is measured in a variety of ways. Among them are student achievement as measured by test scores, case studies of programs, student reactions to content and materials, and cost/benefit analysis. Increasingly, educational evaluators are also using studies of individual students in a program, reporting their academic and community background, dimensions of the program in which they were enrolled, and the benefits to the students after completing or leaving the program.

The case studies herein represent case studies of students in vocational home economics education programs, both consumer and homemaking and occupational. The report is one of a series of studies and reports planned to provide data on program effectiveness.

These effectiveness studies were planned by an ad hoc research committee, appointed in 1978 by Hazel Crain, then vice president of the American Vocational Association. The committee included representatives from the American Home Economics Association and the Home Economics Education Association; ex-officio members represented the U. S. Department of Education (then the U. S. Office of Education) and the National Institute of Education. The committee's charge was to determine immediate and long range research needs in order to describe the current status and effectively plan for the future.

The committee identified case studies of students as one of several kinds of studies useful for evaluating vocational home economics education programs. Dr. Colleen Caputo, a committee member since its formation, collected and compiled the case studies. The field appreciates her efforts in providing these data for interpreting what has occurred and for planning for the future.

Ruth P. Hughes
Chair, Ad Hoc Research Committee
April 1981

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INTRODUCTION

In 1976, legislation mandated evaluation of the effectiveness of all vocational education programs with Consumer and Homemaking Education identified for specific study. Since that time, there has been increased emphasis on research and evaluation in Consumer and Homemaking Education on both the state and national levels. An ad hoc research committee was established in 1978 by Hazel Crain, Vice President of the Home Economics Division of the American Vocational Association, to identify research needs on a national level and develop strategies to meet these needs. Various studies with differing methodologies were designed with the combined goal of assessment of the effectiveness of Consumer and Homemaking Education.

One aspect of research determined necessary for inclusion was a qualitative research approach involving case studies of students in vocational home economics programs. Through this type of procedure, descriptive data is produced which may include people's own written or spoken words and observable behavior. Bogdan and Taylor (1975) suggest that "qualitative methods enable us to explore concepts whose essence is lost in other approaches." Since two people may describe the same experience in very different ways, the researcher is attempting to see things from the subject's point of view and gain understanding rather than the more evasive concept of truth. They point out that the collection of materials in which people reveal in their own words their particular viewpoint permits us to study facets

which are not directly observable. It follows, therefore, that home economics teachers and students are in a position to provide valuable insight on the effectiveness of consumer and homemaking programs.

It was felt that a grass roots approach could effectively be utilized to support empirical data in the area of Consumer and Homemaking Education. One of the principal studies designated by the ad hoc research committee was a study to obtain national data of the current content of courses in secondary consumer and homemaking programs. Teachers throughout the country responded to the survey by indicating in which subject matter courses and/or Future Homemakers of America chapter activities each of the suggested topics was included. Lists of 20 essential topics were constructed for each of the six following consumer and homemaking subject matter areas: child development/parenting, clothing and textiles, consumer education and management, family relations, food and nutrition, and housing/home furnishings/equipment. Male and female enrollment figures for each subject matter area and the number of vocational consumer and homemaking teachers, including years of teaching experience, were also reported for each of the participating schools.

Ruth P. Hughes, Project Director of the National Census Study, anticipated that the findings of the study would provide baseline data for use in program planning, implementation, and revision. The combination of the results of the census study with individual case studies of students probes further into the effectiveness of Consumer and Homemaking Education. The

census study identifies what is being taught and who is served by vocational consumer and homemaking programs in the secondary schools while the case studies reveal how the programs are being utilized by and affecting the students enrolled.

PURPOSE AND PROCEDURES OF THE STUDY

The purpose of this study was to provide a qualitative research approach to supplement the national evaluation of the effectiveness of Consumer and Homemaking Education programs.

To facilitate the nationwide collection of the descriptive data, success stories of students in consumer and homemaking and occupational programs were solicited from each of the 50 states through Home Economics Education Association State Chairpersons during the fall and winter of 1979-80. Additional requests were made of home economics teachers and teacher educators attending the National Vocational Home Economics Education Conference sponsored by the United States Office of Education in March, 1980 at Louisville, Kentucky. Editors of Coed/Forecast magazines attending the National Vocational Home Economics Education Conference offered to submit case studies of the 1977-79 regional winners of the Home Economics Student of the Year Award. These three sources resulted in 74 case studies from 29 states being submitted with students, teachers, and/or parents as the authors.

This report has been divided into eight sections. The first section provides an overview of the consumer and homemaking program. The next six sections are alphabetically arranged by the six subject matter areas previously identified. The final section deals with the Future Homemakers of America organization. Each section consists of a brief summary of the findings of the National Census Study for each area followed by the individual success stories applicable to the particular subject matter of the section. With most of the case studies, permission was

received to identify the student and/or author involved. In those situations where only a first name appears, anonymity was desired and a fictitious name selected for use in the article.

Although the National Census Study includes only vocational consumer and homemaking programs, the case studies incorporate both the vocational and occupational aspects of courses in Consumer and Homemaking Education with increased emphasis on career training and aspirations. The case studies selected represent the differing perspectives of a variety of students, schools, communities, and states. Every effort has been made to maintain the individual writing style and viewpoint of the authors.

COMPREHENSIVE CONSUMER AND HOMEMAKING (CATEGORY 99)

Home economics encompasses a broad range of subject matter areas. Comprehensive homemaking courses combine curriculum and instruction from the various areas to form one course. Basic principles and the interrelationships among the areas are emphasized. Separate courses are also offered which emphasize instruction in just one specific subject matter area. These most frequently include the following areas: food and nutrition, clothing and textiles, child development and parenting, housing and interior design, consumer education and home management, and family relations. Many schools provide a number of specific courses in one of these subject matter areas with increasingly advanced content. For example, a series of clothing and textile courses may be offered ranging from Basic Construction/Clothing Care to Advanced Tailoring/Textile Characteristics. Depending on the subject, completion of a particular course may be a prerequisite to enrollment in a succeeding course, or each course in the subject matter area may be independent although related.

Within the home economics department, a number of schools also offer specialty types of courses. These courses often focus on a specific content more narrow in scope. Some of these courses identified by the teachers responding to the 1980 National Census Study were: Home Nursing, Furniture Refinishing, International Foods, Textile Design, Aged and Handicapped, and Finance and

Consumer Credit. Current needs of students are also being analyzed and met by courses such as Independent Living and Obesity and Behavior Modification. All of these courses are usually one semester in length and require no prerequisites.

Home economics is unique in that it offers students the opportunity to obtain a broad education in the various areas or to specialize in a particular subject with the option of occupational training. Many students discover the value of enrolling in a variety of home economics courses throughout their nigh school years as they oegin to apply the skills and knowledge gained. Several students, having completed numerous courses in home economics, share their feelings about the influence of these classes in their lives.

> *My narrow understanding of the meaning of home economics greatly expanded when, as a freshman, I became involved in the home ec. classes and club program at my school. There are skills to be learned--clothing and textiles, child care, food and nutrition, and home management--but more importantly, attitudes concerning the importance of the family structure, involvement in community affairs, and development of the total person are a vital part of home economics. My enthusiasm for this field has developed from my work with FHA/HERO where I have been able to explore the wide range of possibilities open for the future and have had the opportunity to*

communicate with and hopefully enrich the lives of others through the use of homemaking skills.

My home economics education is an integral part of the person I have become and will be the basis of the involved and responsible adult citizen I one day hope to be. As a member and officer in California FHA, I have had the chance to present the home economics story in personal appearances ranging from speaking to local school board meetings, participating in seminars with college home economics students, stating my views in a radio interview, preparing multi-media presentations for state and international groups, conducting meetings at conventions to organizing workshops for area students.

Home economics has opened the way for me to enjoy many experiences. I have expanded my skills and leadership with each exposure to new responsibility. I, in turn, have tried to share my learning with those around me. I have used classroom and workshop information this year in leading a varied home economics project for grammar school age girls, which involved teaching techniques from sewing, cooking and home arts. I have enjoyed and gained from the sessions as much as my students.

I am pleased to see all the many paths I have traveled come together as I plan my future.

I would like to work in a field which would combine home economics with public relations and communications or teaching. I intend to make others more aware of this field and how each person can apply its principles and practices to make their lives more creative and enjoyable.

Linda Pylman
Clarksburg, California

My view of home economics is much broader now. Through my home economics training I have developed more mature attitudes, gained essential skills, and established values and goals that will benefit me throughout my life as a homemaker and career woman.

My education in home economics has been, among other things, comprised of personal management and appearance, good manners, value and goal setting, employment opportunities, nutrition, meal planning and preparation, clothing design and construction, child care and development, home furnishing, and home management. Besides placing an emphasis in these areas for homemaking, career opportunities are introduced to the students.

Growing, exploring, and discovering have been a unique part of home economics to me.

Personality traits uppermost in my mind that I have acquired are patience, consideration, responsibility, cooperation, reasoning, being more observant, and respect for others. I have matured immensely and made many lasting friendships. My leadership positions in FHA/HERO and Student Council have provided opportunities for me to utilize the skills that I have learned from home economics classes, associated workshops, and conventions.

At home I practice better homemaking methods that I acquired in home economics classes. I enjoy preparing nutritious and unusual recipes, using better and more thorough cleaning techniques, and applying new designing and decorating schemes in our home. Committee work in FHA/HERO involves working on school projects, community service projects, money-making projects, and banquets. New ideas and programs I saw at the national convention have helped me in planning chapter and school projects. My involvement and concern with homemaking, birth defects, vocational education, and career education has stimulated me to: write articles for the community newspaper, do a radio spot, organize and take part in a business goodwill tour during National Vocational Week, and speak at adult

organization meetings. I assist with the March of Dimes Mothers March against birth defects in the community and encourage others to help.

Since I am enthusiastically looking forward to a career in a home economics related occupation, I am confident that my high school experiences have given me a good foundation that will enable me to broaden my knowledge and skills in college.

Cindy Brown
Tuckerman, Arkansas

In thinking about how my consumer and homemaking classes have helped me, I would like to share how I am applying or have applied my home economics education in my home, school, and community life.

In my home life, I believe that it is important to narrow the generation gap by talking, learning, compromising, and loving. I believe that I have helped to improve communications among my family, and that our family has become closer and more functional as a result. I can also arrange and manage a home skillfully. I help my mother prepare colorful, attractive and appetizing meals that are also nutritious. Learning to sew has been a big plus in my life. I am a petite person and find it hard

to buy clothes that fit or look attractive on me, so I make most of my clothes. Working with my mother, I have designed and constructed my last two drum major uniforms.

At school, I try to set a proper example for others to follow, using the skills and knowledge I have gained in home economics. Since I feel FHA will be beneficial to them, I have encouraged all home economics students to take a more active part in the organization. Through my home economics training, I have been able to plan, decorate and prepare food for FHA-FFA, band, and school honor banquets. I mend torn pants and coats for unlucky students during my study hall. I have set up showcase and bulletin board displays publicizing home economics in my school. I have talked and encouraged other young people on the opportunities in home economics at my school. During the National Honor Society's Teacher Appreciation Week I taught some home economics courses in my school.

In my community, I have learned to present myself to others with poise and confidence. I have been able to utilize my imagination, heighten my initiative, and develop my talents through home economics related activities, and

have become a more useful member of society. I am now able to organize events, displays, and groups as a direct result of my training in home economics. I have been involved in cooking for elderly couples, sewing ornaments for Christmas trees at the local library, teaching senior citizens about proper hygiene and grooming, and planning events at the community center and library. Home economics has taught me the importance of good citizenship and the necessity of taking an active role in social and civic affairs; I am now a better citizen and a more active participant in my community. Home economics has helped me develop confidence, set goals and find direction.

Janet Egger
Caledonia, Mississippi

One of the best things that happened to me as a freshman in high school was enrolling in a home economics class. When I entered high school, I was scared to be in what I thought was a big place that had no room for me as a person, or more specifically, as an individual. I did not plan to succeed, only to get by. The beginning home economics class was geared to my needs as a freshman, and the individualized

teaching helped to meet the needs of all the students. I learned how to believe in myself.

My leadership abilities came mainly through my experiences in FHA/HERO. The advisor of our chapter encouraged me to take part in meetings and projects even as a freshman. As my confidence grew, I run for chapter and eventually regional office. The decision making process I had learned was a great help in guiding me towards a college education, and I was able to receive a scholarship.

My high school home economics experiences have proved to be very beneficial in my current life as a college student. I learned many domestic skills which have been helpful to me while living off campus. I learned how to keep and maintain a budget which has been very helpful in financing my education. I learned the importance of distributing time and keeping a work schedule since I am enrolled in nineteen hours this semester. The experience of working with people and speaking before audiences through FHA/HERO has been a great asset to me in my college education. I feel the ease of speaking before a group will be one of the biggest advantages I will have as a future teacher. I have not only gained

self-confidence and leadership abilities, but I also developed a sense of responsibility which have made my college experience thus far a success. My experiences in home economics and FHA/HERO provided me with the pushes I needed to reach out and try new and different things, the pushes to succeed.

Johnson Central High School
Paintsville, Kentucky

CHILD DEVELOPMENT/PARENTING

Courses in child development were offered in 55 percent of the schools sampled in the 1980 National Census Study. Of the 20 child development/parenting topics, 17 were included by over 80 percent of the child development classes. Courses in child development included most frequently the following topics: physical growth and development, social-psychological development, intellectual development, health and nutrition of children, and child rearing practices. Environmental consideration of parenting, family support services, and child support services and legislation were included least frequently.

Topics closely related to parenting were included in over 86 percent of the family relations classes while topics associated with child care were included less frequently in these classes. Family relations courses included most frequently the topics of family planning decisions, emotional consideration of parenting, and roles and responsibilities of parents. Comprehensive homemaking courses also included child development/parenting topics. Four topics were included most frequently: roles and responsibilities of parents, physical growth and development, health and nutrition of children, and safety and first aid. The topics included least often were family support services and child support services and legislation.

Some schools indicated that they offer specific courses in parenting. The emphasis and intent of the parenting courses differ from that of their child development courses.

The child development topics taught in the most schools were roles and responsibilities of parents, physical growth and development, and health and nutrition of children. The topics taught in the fewest number of schools were family support services and child support services and legislation.

Legislation and state graduation requirements have specifically promoted the instruction of parenthood education in the schools. One of the primary purposes of child development and parenting programs is to prepare students for future positions as parents. A majority of students enroll in these courses with that particular purpose in mind. Carol Hoffman of Northumberland, Pennsylvania plans on continuing her education in home economics to further her preparation for a future home.

> *My greatest goal is to have a happy and efficiently run home with children who will be an asset to my community and an occupation in which I can help others to do the same thing. I have always felt that the family is the center of American Life. In order to build a better nation we must have healthy and well adjusted children, and the home is where the first and most dominant training takes place. I have always enjoyed being with small children and realize the importance of learning about their growth patterns and how to relate to them in those very important*

first few years. I plan to continue my education at Messiah College in Granthan, Pennsylvania and major in home economics with an emphasis in child development.

With the dramatic increase in teenage pregnancies, many students are faced with parenting responsibilities while still in high school. High school courses in child development and parenthood education have a very important significance in these situations. A home economics teacher from Longview, Washington shares the story of a former student who found herself in the role of a teenage parent.

Jane enrolled in our Inter-District vocational home and family life teenage parent program in December. She was three months pregnant, a senior and unmarried. She was an only child and totally unprepared for the role of parenting.

As a part of the program, Jane was enrolled in both a parenting and child development class. In the beginning, Jane refused to work as an aide in the day care center. She showed little interest in her pregnancy or in children in general. Her peer relationships were changing. By the middle of February, she was participating in class discussions, was relating information on her

visits to the doctor and had agreed to prepare snacks for the day care center for a week as a class project. During a party in the day care center, she was even observed playing a game with a little boy.

By the beginning of her third trimester of pregnancy, she had given numerous written and oral reports concerning pregnancy, child development, and family relationships. She had done a lot of research and became one of the best discussion leaders on school-age pregnancy. She was now working daily in the day care center and showed a basis for forming good relationships with children. She exercised daily and used the nutrition class to study what foods were best for her baby and why. She demonstrated a unit on preparing baby food using the blender. She had established definite goals for herself and her baby.

Jane delivered her baby and was able to graduate with her class. After graduation, she was one of six students in the state chosen to participate in a pilot project for school-age parents at one of the state universities. She has been working and supporting herself and her child. She is now a warm and loving mother who is a contributing member of the community.

> When asked two years later what had been her most important high school experience, she wrote: "I really don't know what I would have done without the support and learning about myself and children during my senior year in the teen-parent program. I learned so much about family life that I have used to make my life meaningful to myself and my child. It is hard to believe that in less than one year I went from an immature teenager to a caring mother, but I did and I'm proud.

The story of a teenage mother from Ohio illustrates how a particular topic in a child development class can have an impact years later.

> Terri was a ninth grade student enrolled in vocational consumer and homemaking education. She was a neglected child with an overworked mother and an abusive, lawless father frequently serving time. Terri wanted love and to be out of her parental home. When Terri found herself pregnant, she married and left her parental home. The father stayed through the birth of the baby and then left her. Terri and another single parent joined forces to set up a home.

Time passed and her child was ready to start kindergarten. A kindergarten readiness test was conducted according to the required procedure. The school nurse and teachers conducting the screening session were concerned as they faced the post-screening conference with Terri. Her child was lacking the necessary physical and social development for kindergarten according to the screening standards. They had determined it would be best if the child did not start school for another year.

To their surprise, Terri readily agreed to the waiting proposal. She volunteered that she had learned in her home economics class that a child could not learn until he was ready and had proceeded through certain developmental stages. In her home economics class years before, Terri had studied the developing child, including physical, emotional, social and mental stages. One of the last class topics that Terri was in attendance for had been developmental tasks. Years later, that information was being used to assist in making decisions. Consequently, the child is now doing well in elementary school.

Although it may not be the primary motivation for enrollment, career opportunities are a notable outcome of child development and childcare courses. There are varied aspects and possibilities of occupational choices in the area ranging from day care services requiring little previous training to special education requiring a master's degree.

> *I knew I liked children but until I got involved in the child care program I didn't know what I was going to do in life. Now I know I am going into the child care field.*
>
> *The home economics courses have really helped me and changed my life. They helped me learn about myself. When I was a freshman, I was very lost, had very little self-confidence, and was very negative about what I could do. In my sophomore year, I got involved in the child care program and some other home economics courses, and it seemed as though I found my place in high school and in life. I learned I was good at something, and now I am much more positive and have a lot more self-confidence.*
>
> *The home economics courses have done a tremendous job of helping me prepare for life after high school by steering me towards and giving me some experience in what is going to be my career. If I hadn't become involved in home*

economics, I don't think I would have enjoyed high school very much nor found any direction in my life.

Victoria Call
Glasgow High School
Newark, Delaware

Through home economics, I have changed my goals in life. At one time, my only thought was getting married and having a family. I now realize that I do want a career and a life of my own before I marry and have a family. My greatest goal in life is to be a success especially in the child development area. I believe a person's childhood experiences, environment, and contacts will determine this goal in life. I want to put a special emphasis on children's feelings and attitudes.

Before my child development courses in home economics, I thought a child "just grew up." I never realized how much the home and family influences a child and the many frustrations and experiences children have during their childhood. In my class, I was involved in a case study of a particular child. I had the child draw pictures and from these pictures I was able to uncover facts about the child and help the child with a particular problem that was discovered. I once thought

children did things on instinct, but I now realize they imitate and have feelings like adults. I realize that we must communicate with our children of today and gain their trust and respect.

I would like to pursue a career involving children for I sincerely believe I have the patience and determination to work successfully with children. If I may help one child have a happier, more satisfying life, home economics will have greatly assisted me in achieving my goal.

Sheila Bruce
Frankfort, Kentucky

Although the majority of students enrolled in child development courses are female, the number of male students is increasing. After practical experience with children through their courses, a number of male students decide on a career in the field. This was the case with a student from the state of Washington.

John was enrolled in a family living class the first semester of his senior year and enrolled in a child development class his second semester. Through learnings and experiences in these classes, as well as skills developed, he signed up to spend one hour a day at a local day care center.

Through working with the home and family life instructor, the teacher at the day care center, and the center co-ordinator, he chose to continue study in the area.

He is now employed by an agency who counsels and works with abused children and is getting further education in early childhood education. He outwardly has told all who will listen that he got his training and inspiration through our home and family life classes his senior year.

Ronald O. Davis, Fayetteville, North Carolina, is another male student that has decided on a career in early childhood education.

My decision to enter Winston-Salem University as an early childhood education major was based on many reasons. One of the most influencing factors was my enrollment in child care services during my senior year in high school. This course helped me decide which field I would specialize in. The practical experience my classmates and I received in this course helped broaden our perspectives in all areas of academics and extra-curricular activities.

The experience I received from the child care services course helped my ability to interact with people, young and old. I am currently a member of the NAACP, Alpha Phi Alpha fraternity, and the Executive Board of the Student Government Association. In all of these organizations, there is a constant need for interaction with all types of people and I honestly feel my child care experience helped me to develop the confidence to hold these positions. I also think the practical teaching experience I received in the course will provide a definite advantage in fulfilling student teaching requirements. Child care services helped me decide on a career, and this decision I will never regret.

Many child development and child care courses are able to incorporate instruction and practical experience in the area of handicapped children. This provides students a firsthand opportunity to work with these children and decide if further study in special education is really of interest. As a result, some students realize that they are not suited to the field while others recognize an ability to work with the handicapped.

Nancy was enrolled in a senior child development class. In the curriculum of this class, students learn about various handicapping

conditions children may have or encounter. During the course students are given an opportunity to spend two hours a day for a period of time, volunteering in an educational center for handicapped children aged 3 months to 12 years. Through classroom instruction and the hands-on experience, the student was able to aid in the educational processes of the handicapped children as well as her own.

Upon graduation from high school, this student was offered a position as a teacher helper in the center. She also chose to attend our local junior college and receive further education in working with handicapped children. Due to her performance in our high school program, the center adjusted her schedule so she could continue her education while working at the center.

I feel these skills not only helped her on the job but will also give her many positive and constructive skills to apply as a parent in the future.

Kelso High School
Kelso, Washington

My junior year in high school, I took both child development and child care services because

I wanted to learn all I could about young children. In the child care services class, we made weekly visits to the Farmville Child Development Center to observe the young children. These children are all handicapped in some way. By the second semester, we were actually assisting at the center one day per week and I loved it.

I volunteered there during the summer and applied my senior year for the co-op program. I got the job to work at the Center part-time through the co-op program.

I now work 2-1/2 hours per day and it is wonderful. Working with retarded children is what I want to do in life. I know it. I have gained responsibility, learned many tasks, helped with feeding and disciplining the children, and assisted the teachers with bulletin boards. The staff also invited me to participate in a special workshop for them held at Pitt Community College. I have learned so much which has really helped me to plan my future.

Tiena Everette
North Carolina

My home economics education has already assisted me in achieving my career goal.

Through my studies in child development, I came to the decision to seek a career in special education. I am especially interested in the education of emotionally disturbed and mentally handicapped children.

As a result of my experiences in home economics, I have served as a member, on behalf of the community youth, on a committee to organize the fund-raising and purchase of a specially equipped van for a paraplegic man in my community. I also served on an education committee for my church in which my study of child development was a great help. As a part of a home economics study, I visited an elementary school for the educable and trainable mentally handicapped. This also proved to be a very memorable and valuable experience. Besides making me thankful for my health, happiness and many opportunities, it instilled in me a greater desire to become a special education teacher and help similar children.

Angela Anderson
Galva, Illinois

CLOTHING AND TEXTILES

Clothing and textiles is one of the original areas of study in the home economics curriculum. Courses in the clothing and textiles area are taught in a majority of the schools surveyed in the 1980 National Census Study. This category has the third largest percentage of students enrolled, following comprehensive homemaking and food and nutrition. The clothing and textiles area is comprised primarily of female students and has the largest difference in male and female enrollment of all the areas.

Construction skills have traditionally been and continue to be emphasized in clothing and textiles instruction. Construction skills, label information, and planning and selection of clothing are the three clothing and textile topics included most often in the schools overall. The topics taught in 96 percent of the actual courses in clothing and textiles include: construction skills, pattern alteration and fitting, pride in workmanship, fabric construction, planning and selection of clothing, and label information. The topics taught least frequently in these courses were special clothing requirements for individuals and resource use in clothing decisions. These topics were also included less frequently in the comprehensive homemaking courses. However, the clothing and textiles topics taught most frequently in the comprehensive homemaking courses varied somewhat. They included: personal appearance; construction skills; planning and selection of

clothing; label information; pride in workmanship; care of apparel; and selection, use, and care of equipment.

Clothing and textiles topics are also included in the other home economics courses. About half of the schools included within the child development category the topic, special clothing requirements for individuals, e.g., children, handicapped and aged. Consumer education courses included label information and evaluation of apparel quality while family relations courses included the topic, personal appearance.

Clothing is one area of home economics where many students first receive informal training at home before taking classes in junior and senior high school. However, the formal clothing and textiles courses taught in the secondary schools serve to perfect sewing skills, introduce varied techniques, and expand awareness of the opportunities in the field. Often students enter courses with a simple desire to save money by making their own clothes yet leave with defined skills and a definite goal of a career in a particular facet of clothing and textiles.

> *Learning to sew has probably had the biggest impact on my life. I started as a nine year old. It was hard work but persistence paid big dividends and I now make most of my own clothes in addition to clothes for family and friends.*
>
> *Even though my mother was a good teacher, I could see the need to be involved in home*

economics courses in school. I enrolled in various home economics courses for three years in junior high and two years in senior high. Learning new techniques and gaining new insights gave me a different perspective. Each teacher offered new ways of doing things and expanded my view.

In addition to saving money, my sewing has resulted in a number of trips and awards. I entered the Make It Yourself with Wool Contest and won both district and state competition. I displayed my sewing at the Montana Winter Fair one year and won the overall Sweepstakes in the Needleworks Division as well as the Rookie Award. I have entered clothing, foods, and self-determined projects at the 4-H fair for eight years and have given county 4-H demonstrations for five years. As a junior leader, I have had the privilege of working with younger 4-H members and their parents. Some of the demonstrations I've presented include: pressing, color, line and design, and various sewing skills and techniques. I have set up displays on wool, clothing, and color and have presented workshops on modeling, clothing construction, color, pressing, and sewing vs. buying. In addition, I have modeled garments I have made at three Farm Bureau Style

Shows and at Hillcrest Retirement Home. I am proud to wear the clothes I make and am pleased I have learned good grooming, posture, and poise in order to wear them well.

Nearly everything I have done is connected either directly or indirectly with my home economics training. My foundation in home economics has enabled me to speak in public, to put together programs, demonstrations, displays and workshops and to be a better citizen in my home, school, and community. I am looking forward to a career in fashion merchandising and clothing.

Karen Gibson
Bozeman, Montana

Diane came to Cass Technical High School in Detroit, Michigan as a tenth grade student in the clothing and textiles curriculum. Her interest in sewing and needlecrafts were undefined. Her skills were basic, but unfinished. She enjoyed sewing but without regard for the finished, professional look.

At Cass Tech, Diane enrolled in and completed every course offered in the clothing and textiles curriculum, which included: Introductory Clothing and Textiles, Advanced Clothing and Textiles, Beginning Tailoring, Advanced Tailoring, Flat Pattern Drafting, Coutoure Dressmaking, Needlecrafts,

Specialized Sewing Problems, and Textiles. She became quite accomplished in her field.

Diane was immediately interested in pattern drafting. From the time I first demonstrated how to make a basic sloper, her career was destined. Diane drafted patterns constantly, trying to copy newspaper ads and/or create her own ideas. She transformed her patterns into fabric as often as her finances allowed.

Although Diane was not academically oriented, she applied herself to her course work at Cass. She set her goals on attending the Fashion Institute of Technology in New York, and began working and saving money towards that goal. I recommended Diane for the Ruth Joyce Scholarship awarded annually by the Fashion Group of Detroit. Diane became the recipient of this scholarship and used it towards her first year's tuition for FIT.

In July, following graduation from Cass, Diane moved to New York, took a room at the YWCA, and started job hunting. She worked for Singers during the day and attended FIT at night. She scrimped and saved and was persistent. As her skills progressed, she was able to secure employment as an apprentice to a pattern drafter for a budget-priced garment manufacturer. It took Diane six years to accomplish her goal of graduating as a pattern maker

from FIT. Today she is head pattern drafter for a middle size, middle price women's apparel firm in New York, working on daytime dresses and after-five dresses. She is accomplished and established in her trade and loves her work. She eventually plans to go out on her own.

Last year Diane was a guest speaker at the Annual Fashion Group of Detroit Career Day, planned for high school and college students in lower Michigan. The next day Diane came down to Cass and spent the day talking with students enrolled in the Clothing Management, Production and Service classes. She has reached the point where she is confident of her abilities and her success and is willing to return her help to her community.

Not all high schools are able to offer such a wide variety of specialized courses in clothing and textiles as the technical high school that Diane attended. Having successfully completed all the clothing and textiles courses offered in the high school home economics department, some students are able to arrange an independent study plan with their teachers in order to further their study in the area. Two such students are Barbara Chapman of Troy, Ohio and Donna Nipper of Fayetteville, Georgia.

My home economics education has been a continually growing process. What I learn one

year can be used in the next year and can be added to and improved upon. My main emphasis in home economics has been clothing. As a senior, I am still using techniques and skills I learned as a freshman. Last year, I applied my sewing skills in a tailoring class. This year, I am involved in two independent study classes in clothing. The first is an outgrowth of my previous tailoring experience and the second is a semester of flat pattern design. For my senior project in my art class, I will be doing a unit on fashion illustration and design. This will tie in directly with the flat pattern design I am presently doing.

My sewing skills have enabled me to make most of my clothes which not only saves me money, but also gives me a feeling of pride and satisfaction. I have applied the skills I have learned in school in clothing projects for 4-H and have been able to help other members of my club as well.

In the future I plan to attend college and graduate with a degree in the clothing and textiles area. I have learned many skills through my high school home economics course which I plan to use in furthering my education at college. I

I would like a job in the fashion industry in an area involving the design or construction of clothes.

Upon entering high school, I enrolled in a clothing class. I enjoyed sewing so much that I chose clothing as my area of emphasis. I had the opportunity of attending the 4-H state competition in fashion revue which was held at a downtown department store. While preparing for the competition at Rich's, I was able to see firsthand a fashion fabric coordinator, public relations chairperson, and clothing coordinator at work. I then decided that clothing and textiles was for me!

I therefore enrolled in the clothing and textiles course offered in school. Upon completion of the clothing classes that the department offered, I became an independent study student. I learned to coordinate patterns and design dresses. During my senior year at Fayette County High School I was asked by the Home Economics Department to be a teacher's assistant in a clothing class fall quarter. Accepting the responsibilities of an assistant, I helped students alter pattern pieces, choose appropriate seam finishes, and learn different pressing methods. I also taught students various

hemming techniques and how to apply zippers and work machine buttonholes. The course exam, consisting of seam finishes and hem samples, was taken from hem and seam finishes which I demonstrated.

I want a career that will be exciting, interesting, helpful to others and stimulating. My goal is to pursue a career as a fabric coordinator or a department store buyer. Each season the designers present us with new styles. I want to be the person who decides which fabric the creations will be made of. I feel that the area of clothing and textiles will allow me the opportunity to add excitement and interest to my life.

Although pursuing long-range career goals in clothing and textiles, some students are anxious to explore their interest and further the skills gained in class through related part-time employment during high school. This can often be of value in providing "hands-on" experience in the field as well as an income. Diane Baker of Huntsville, Alabama was able to find such a job.

Of all the areas of home economics, I would have to say that clothing and textiles is my favorite. I especially enjoy the actual construction of clothing. Having a skill of this nature and being able to develop this skill into a talent gives me a feeling of wonderful satisfaction and pride. I made many of my gifts for Christmas

this year and I also sew for myself. After shopping around for a suit, I finally decided to make my own. The money I saved and the enjoyment I've received out of the outfit were well worth the time spent. Since then I have designed and made a "southern belle" style dress and plan to design and make some other challenging styles this year.

To gain more experience in clothing, I am currently working as a salesperson in a department store. Selling clothes is an exciting job to me and I see the opportunities for a career in fashion merchandising. Last May I was elected to be a member of their Fashion Teenboard. The Teenboard does a number of fashion shows during the year along with service projects for the community. It has increased my opportunity to learn more about fashion and merchandising.

High school has been my first step in preparing myself for a career in home economics. After graduation, I plan to attend Auburn University and major in Fashion Merchandising. I plan to pursue a career in that field. However, I realize that one must work up in the field of fashion, so my first goal is to work in fashion retailing as a buyer and then work towards a management position. My main goal is to become a fashion

coordinator in a large department store. I realize the importance a good education will play in my success. I want this education in order to prepare me for my goals.

Diane's mother agrees that Diane's education in home economics has had an important influence:

Diane registered as a sophomore home economics student with much enthusiasm and anticipation. Although we had enjoyed cooking together since she was five or six, I cannot sew and could not help her in any way in this new phase of her life. From the very first week of class she enjoyed and learned so much.

Her high school years in home economics have given her confidence, planning ability, and a hunger for more knowledge. Her career dream will come true when she enters Auburn University in September to prepare for a career in home economics.

Columbia River High School in Vancouver, Washington offered a class titled "Sewing for Profit." A parent of one of the students in the class describes the success her daughter experienced in the class.

Ann had sewn for herself for several years but wanted to learn about the problems one might

encounter in sewing for others. Ann had a goal in mind and wanted to do a good job on each project given her in class. She took pride in her work and was able to complete each project within the specified time period.

Ann was asked to work on a wide variety of the projects that the customers sent to class. Many were time consuming and each was different from any other. The most difficult was a set of mobile-trailer cushions. There wasn't any pattern so the old cushions had to be taken apart, measured, new patterns drawn and calculations made for the purchasing of new fabric. When the new fabric arrived, it was plaid with a rubber backing. It was very difficult to sew on and to stuff with the foam cushions. The complete project was a challenge. However, Ann learned a lot about plaids, cushions, and people. The customer was pleased and paid Ann for her work.

Ann was involved in several other projects during the semester which enabled her to earn a total of $144.00.

Ann reached her goals and the goals of the "Sewing for Profit" class. She will never forget the many learning situations encountered. During the summer following graduation, she continued

to sew for others. She also sewed for the fabric department displays for a local department store.

Clothing is another area in home economics in which handicapped students can experience success. The benefit of the actual clothing construction skills developed may be outweighed by the sense of accomplishment and self-esteem gained through successful completion of a project that can be worn with pride. Della Brown is a student at the Kentucky School for the Deaf, a residential school in Danville, Kentucky for hearing impaired students. The students live in dormitories during the time they attend the school. Della was instrumental in creating interest in sewing throughout her dormitory.

Enrolled in a home economics class, Della had her first personal experience in sewing. Although her mother had purchased a sewing machine, the family was unable to use it except to sew name tags on Della's clothing to bring to school.

For this sewing class, an A-line skirt and vest pattern was selected for use with some fine wool fabric that had been donated to the class by a clothing manufacturer. The class used a pattern guide and followed each picture step by step. The completed project was so attractive that Della dressed in her new clothes

for church on Sunday morning and drew comments from her dormitory supervisor and the other girls on how she looked.

Della was so pleased and proud of her work and the dormitory supervisor became so interested that they decided to continue sewing, using older machines loaned from the home economics department. The home economics teacher visited the dormitory in the evenings, giving guidance to those continuing their interest.

When Della and her friends brought completed garments to show their home economics teachers, they were so well made that the teacher had trouble believing the girls did the work on their own. When asked how they managea, the girls replied that they just followed the pattern guide as was demonstrated to them in class.

As a result of their success, sewing has become the popular activity in Della's dormitory.

Although the clothing and textiles courses have a small percentage of males as compared with females, those that are enrolled often discover skills in this area. A semester course, such as Independent Living, can incorporate a unit in the clothing area which will often create an interest in pursuing further courses in clothing and textiles. Aaron, a student at Christiana High School, Newark, Delaware, had his first introduction to

clothing and textiles in ninth grade and eventually was named the outstanding student in home economics.

> *In the ninth grade, Aaron enrolled in a new class in clothing and textiles which emphasized the selection, construction, and care of clothing for males. His skills in using the sewing machine developed rapidly and he became very involved in home economics. He enjoyed trying and altering various patterns using different fabrics. He proudly compared his garments with ready-made garments. During this year he also became involved in FHA and in the spring was elected an officer for the next year.*
>
> *During his sophomore year, Aaron joined the Advanced Clothing class. He made two three-piece suits, one of polyester gabardine and one of Pendleton wool. He served his school well as an officer of FHA, becoming more poised, self-confident, and an improved public speaker.*
>
> *In his final two years, Aaron was an outstanding athlete as well as an outstanding student in home economics. He was our first male in our occupational training class where students sewed for the public for pay. Aaron participated in all activities, from alterations to making a three-piece corduroy suit for a*

female. He ran for and was elected to a state office of the Delaware FHA. At graduation, Aaron was honored as the outstanding student in home economics.

Due to his stature in the school as an athlete and good student, Aaron was a model for many younger males in enroll in home economics.

CONSUMER EDUCATION AND MANAGEMENT

Topics in the consumer education and management category were most often included in courses in consumer education and courses in home management. Of the schools participating in the 1980 National Census Study, 36 percent offered courses in consumer education and 13 percent offered courses in home management. The consumer education courses cover a majority of the consumer education and management topics included in the survey. Topics included most frequently in the home management courses were: values, goals, and standards; decision making; management process, e.g., planning, organizing, implementing, evaluating; and management procedures/practices.

The consumer education and management topics are included in a large degree throughout the various courses in the home economics programs in the schools surveyed. At least 80 percent of the schools are including over half of the consumer and management topics throughout their consumer and homemaking programs. The following topics are being covered in over 90 percent of the schools: decision making; values and goals; consumer buying; consumer rights and responsibilities; labels, warranties, and guarantees; financial planning; and pricing and advertising.

Topics such as values, goals, and standards; decision making; and consumer buying are being included in a number of different courses such as housing, child development, family relations, clothing and textiles, and comprehensive homemaking. The topics

are appropriately adapted to the specific emphasis of the particular course. It was suggested that the inclusion of consumer education and management topics in the various courses may be a reason for the relatively low percentage of specific courses in consumer education being taught in the schools surveyed. Other departments in the schools besides the home economics department may be including consumer education topics as well.

Consumer education and management topics are particularly important due to current economic trends and legislation. Each individual is a consumer and will be involved with managing a home. During the high school period, many students may not realize the extent of responsibility that these areas entail. Terry Pruetz of Stafford, Texas appreciated the background in consumer education and home management she received through home economics courses when she was unexpectedly required to take over the household responsibilities.

> *Home economics has played a major role in my high school career. I have learned how to set goals, evaluate goals, and how to attain those goals. I have been taught guidance, leadership, and management.*
>
> *The knowledge that I have gained through my home economics education has been both useful and rewarding. Ever since I was a small child, I have had certain household responsibilities not only in the field of home management but child care as well. I have*

always felt that I have made practical use of what I have learned in various home economics courses. However this was especially true during a period of time last year when my mother was hospitalized for approximately three weeks with a back injury and subsequently incapacitated for several months with the discovery of arthritis. Not only was I a full time student holding down a part-time job; I assumed all household responsibilities including meal planning and preparation, laundry and ironing, child care arrangements, shopping and cl[illegible]ng. At times I felt as though all the responsibilities were making life almost impossible. I came to realize how much my parents do. Through these experiences I have learned many things that are applicable in everyday life, some of which I probably would not have experienced until I had a family of my own.

My plan for the future is to achieve a college education in home economics. I would like to be a home economics teacher and make learning enjoyable for other young people. It is my hope that by attaining a higher education I will be able to help other young people to achieve their goals through the knowledge I have attained.

Laura Riggs of Danville, Indiana is a high school student who recognizes not only the value of consumer education and management skills in her present life but also the potential value in seeking a career.

> *I see home economics education as the art of managing one's environment in its entirety. Each of us are born with the responsibility of becoming an influence on our own environment. Home economics education teaches people how to meet physical needs in terms of food, clothing, shelter and how to provide a stimulating environment which encompasses more than just the physical aspects.*
>
> *At home, I find myself assuming responsibility as a contributing family member. I am involved in meal planning and preparation, laundering, caring for clothes, cleaning and personal money management. Through my involvement in home economics classes in school and in Future Homemakers of America, I have experienced personal growth and leadership development. I have established values and goals for the future. Due to my exposure to home economics, I have determined my career plans.*
>
> *In the next four years, I plan to attend Purdue University majoring in home*

economics utilizing Purdue's Consumer Affairs and Education Options in the School of Consumer and Family Sciences in combination with the variety of government and law-related courses offered through the School of Humanities at Purdue. With a strong, diversified background in home economics, I want to go on to law school to earn a law degrce.

I am especially interested in law as it relates to family, education, and consumerism and would like to someday serve in public office or work with the governmental system. I feel a home economics background will definitely be an asset in fulfilling the challenging demands of government and the legal system. In addition, home economics is a profession which touches everyone's life and should be well represented in business, industry and in government.

I am excited about the challenges which are ahead in my career expectations and goals. It is my firm belief that my education and leadership experience in home economics will be the best preparation for fulfilling the multiple roles of homemaker and wage earner.

Martha Layne Collins has successfully combined a home economics background with public service in the government system. Mrs. Collins, a former home economics teacher, is now Kentucky's lieutenant governor and credits her education in home economics as a primary preparation for the demands of managing her various roles. Sarah T. Henry, Assistant Professor, University of Louisville, shares the success story of her former home economics student.

> *In a recent interview in the State Capitol, Mrs. Collins pointed to her study of vocational home economics education as a contributing factor to her success. "All the things we learned in home economics have been tried--and often." She was referring to her experiences in combining many roles including teacher, wife, mother, civic leader and elected state official.*
>
> *Throughout her remarks, management skills acquired in home economics were credited with helping her personally and professionally. As a beginning teacher, Mrs. Collins was the main wage earner while her husband was in dental school. In those years management skills were put to good use. The same competencies of planning and conserving are used today as she manages the budgets and staffs of her office and the lieutenant governor's mansion.*

Regarding her busy life since the November election she comments, "It all goes back to management." Money management skills, for example, have been a valuable aspect of her two successful statewide political races. According to Mrs. Collins, "You learn to plan and make short cuts. You learn to do with what you have."

In her own family Martha Layne Collins attributes her background in home economics with helping her teach the children (Steve and Marla, now teenagers) to be self sufficient in basic living skills. This was especially important during campaigns when both parents were on the road.

Preparation and experience in teaching have been carried into various roles. "Almost everything I do involves teaching," she explained. In speeches to various groups she talks about "making the dollar stretch." "Everyone is concerned with trying to feed and clothe the family," she continued. "Regardless of my topic I use the teaching fundamentals we learned in home economics."

Because of the various courses in her home economics education program at the University of Kentucky, Governor Collins

feels that she has a broad understanding of many issues confronting the legislature. "Almost every bill affects families," she noted. Martha Layne Collins feels it necessary to have a knowledge of each piece of legislation in order to preside intelligently and to vote in the event of a tie.

Preparation as a teacher has influenced her performance as president of the senate. According to recent newspaper articles she is well-organized, does her homework and conducts the sessions in a fair and business-like manner. In recognition of her teaching skills, the senators recently presented her with some apples.

She acknowledges her background in home economics for helping her relate to others. "I think it all boils down to being able to identify and communicate with people. Because of my training I can talk with people on most any subject--education, consumer affairs, health care, energy. These kinds of things help me to understand my constituents better. I know their problems and can relate to them."

Did education in vocational home economics make a difference in Lieutenant Governor Martha Layne Collins' success story? "I think I have

used my home economics preparation more than I ever realized," she continued. "I'm proud of the fact that I majored in home economics. I think it's a very broad-based program--probably the broadest of any major you could take."

FAMILY RELATIONS

Family relations is an area receiving increased emphasis in home economics programs. Approximately 61 percent of the schools in the 1980 National Census Study offers classes in family relations. These courses cover the family relations area in detail, as evidenced by the finding that 88 percent of the schools included 19 of the 20 family relationship topics surveyed. Mate selection was the topic included most frequently with laws and regulations affecting families included least frequently.

Comprehensive homemaking classes also address family relations topics with the following included most frequently: self-concept; attitudes and emotions; basic needs; values and goals; characteristics basic to relationships, e.g., cooperating, understanding, compromising; and problem solving/decision making. Laws and regulations affecting families was once again the topic included least frequently.

There is a close relationship between the family relations subject matter area and the child development/parenting area. Many of the family relations, child development, and parenting topics are intermingled in the various courses offered in these subject matter areas. A majority of the child development courses incorporated the following family relations topics in the courses: self-concept; attitudes and emotions; basic needs; values and goals; characteristics basic to relationships; human sexuality;

domestic violence and human abuse; and changing roles of individuals in families and society. The topics taught least frequently in these two areas also seem related. The child development/parenting topics of family support services and child support services and legislation are similar to the least frequently included family relations topic of laws and regulations affecting families. Other home economics courses included a few family relations topics that hold relevancy to the particular course. For example, consumer education and home management courses often included the topic problem solving/decision making.

Society today seems to be increasingly concerned about the family unit and the importance of meaningful family relationships. The study of family relations topics in high school can not only help students in preparing for the responsibility of future families, but also help students in dealing with current family situations and personal problems. It provides an opportunity for personal evaluation and growth.

> *My first year of high school I was afraid to take home economics classes because I didn't think I would be able to do the work well enough. I have learned that I can do it. After my first year in home economics, it became much easier to do things on my own. I learned to associate better with other people and I am more open and confident about myself.*
>
> *My junior year in high school has helped me the most. Before then I really hadn't been*

able to "find" myself. A journal that I did in a Family Living class helped me to sort out my problems. I "found" myself and was able to tell people for the first time how I felt about them. I learned how to cope with my parents' deaths and how to tell my widowed stepmother how I feel about her. Through Family Living, I now recognize the responsibilities and costs involved in taking care of a family. After my experience in the Family Living class, I decided to take the Child Care class.

As a member of the Future Homemakers of America Club, I serve on a committee for Children's Hospital and participated in the Rock-a-thon for money for the hospital. I also have a secret grandmother at a nursing home whom I visit and write to.

I am glad that I got involved with home economics courses. Home economics has provided many opportunities for developing life skills.

Akron, Ohio

After taking a year and a half of home economics in junior high, a senior student enrolled in our Family Living class. This gave her an opportunity to grow by learning how to better understand herself and others as well

as providing preparation for marriage and parenthood. Not only did these topics benefit her personally, but the class also met the requirements of Public Law 94-482 to provide parenthood education in the schools. By becoming a better person, she will also be a better parent in the future. Since Family Living involves so much discussion in class, she had the opportunity to share her views with others and to also learn from their opinions and experiences.

She was able to apply the knowledge and skills that she had developed in the Family Living class through her membership in the Future Homemakers of America. Her discussion and leadership skills improved. She completed a personal growth project which was an outgrowth of the parenthood preparation unit in the Family Living class. She developed a peer education presentation for the March of Dimes Project, Wanted: Healthy Babies. This project has been presented to several FHA/HERO chapters and members both at the district and state levels, to selected high school classes, and to the parents of our chapter members.

Janice Moore, Home Economics
Teacher
Gleenwood, Iowa

Beth Vilan, a home economics teacher in Kindred, North Dakota describes a student that was able to improve her relationship with her parents as a result of a family living class.

> *Joan, a senior at Kindred High School, feels her home life has improved as she has taken various consumer and homemaking classes this year. She finds she is more open with her parents and they with her. Openness started as she was taking a Child Development and now a Family Living class.*
>
> *As we discussed family planning, teen pregnancy, and early childhood development, Joan would discuss these topics at home with her parents. She was encouraged to find out how willing they were to share their views with her. Soon it got to the point where they were discussing more than just our class topics.*
>
> *When the class began exploring the topics of adoption, Joan shared with the class how she felt as an adopted child. Her parents came and talked to us about the processes they had gone through to adopt their children and the feelings that went with it. This opened a new channel between parent and child as Joan gained a new respect for her parents as they talked with others about this subject.*
>
> *Now that Joan is enrolled in a Family Living class, she is discovering more about her parents*

as they discuss dating, different lifestyles, marriage, and family crises. Joan is interested in knowing her family's views on topics of family life so she can weigh the alternatives in choosing her lifestyle.

Joan has found that by being open with her parents, they are open with her, and by respecting their opinion, that they will respect hers.

For some students, their problems are more severe and require professional help. A family relations class can provide the link between a troubled student and a professional counselor. Cristy Koenke, a home economics teacher at Arvada High School, Arvada, Colorado, shares such an experience of a former student.

Two years ago, in my Marriage and Family Living class we were discussing family violence. After viewing a film on wife battering, we were having a class discussion, when one of the senior girls broke into heavy sobs. As a result, I began counseling with her and made an appointment for her to talk with a counselor at the Women's Crisis Center. She began making improvement. From a quiet, withdrawn, lonely, ill-groomed, drug abusing, self-hating young lady, she changed to a teenager determined to improve her life.

She is now in college preparing for a career in law enforcement and juvenile counseling. She

shared with me that she had been an incest victim for years and thanks to the Marriage and Family Living class and the counseling she received, she is well on the way to dealing with her emotions, hatreds, and inner feelings.

This year she returned to my class to lead a panel presentation to the students. She brought with her three other teenagers she was attempting to help. The panel shared with the class their stories of incest, abandonment, drug abuse, and delinquency, and how to receive the help necessary to deal with these situations. At the close of the panel, my former student said that she felt Marriage and Family classes should be required for all high school students.

Mrs. Cristy Koenke
Home Economics Department
Chairman
Arvada High School

In addition to aiding students in their personal lives, family relations classes can stimulate a desire to help others through a career in a related area.

In our Family Living class at Kelso High School, Kelso, Washington, we included a unit which became a life career for one of our students. We studied the subject of geriatrics

and had speakers, films, FHA projects and extended learnings in nursing and retirement facilities. This student was looking to the future and decided she would like to work in one of the facilities and give of herself to the older people.

After our studies of the older person, she applied and was accepted as a Teenage Volunteer and Helper. She participated in many FHA projects at the nursing home that year also.

Following graduation, she was hired by the administrator and today, eleven years later, is one of the assistant administrators in the nursing homes locally.

She has received further training, but feels her opportunity to begin this occupation came from the home economics class with its extended learning experiences.

Selecting a profession in the family relationships area was literally a "family" affair for Becky Price of Provo, Utah since both of her parents are professional home economists.

All around me I see families that are in trouble. To me the challenge of home economics education today is to help family members learn to manage their interpersonal resources so as to

build strong homes. We need to expand our horizons and teach both fathers and mothers how to communicate with each other and with their children. We need to teach all family members how to solve problems, share positive feelings, and work cooperatively on family goals. We need to teach families how to build bridges, not gaps, between the generations.

I have been raised in a home economics oriented home. Both my father and mother are professional home economists. I see home economics skills used every day of my life. Because of the example of my parents, my immediate goal is to graduate from college in home economics education. This training will then help me accomplish my two main goals in life: to build a strong family and to serve other people.

My state legislature has just recently passed a law mandating that each high school provide functional, coeducational family life education classes. I think these classes could be the most important classes that a student would ever take. But the success of the class will depend upon the preparation and interest of the teacher. My long-term goal is to prepare to become an outstanding family life educator.

We need to have meaningful family life courses in the high schools taught by sensitive, competent teachers. I want to be one of those teachers. My greatest goal is to build a strong family. I want to create a home where all family members can develop to their full potential. I want to have a home that stands as a validation of my professional training.

FOOD AND NUTRITION

Food and nutrition is one of the original subject areas in home economics. The 1980 National Census Study found that of all the subject matter areas, food and nutrition topics were included most frequently in the consumer and homemaking programs in the schools surveyed. This category had the largest enrollment of males and the second largest enrollment of females. Courses in food and nutrition were offered in 67 percent of the sample schools. The topics taught most frequently in these courses included: food guides, e.g., basic four nutrients and their sources; safety and sanitation in the kitchen; and food preparation. The topics taught least frequently in these courses were nutrition throughout the life cycle and special food requirements for individuals, e.g., children, aged, special diets, pregnancy. Comprehensive homemaking courses also involve a major emphasis on food and nutrition. The food and nutrition topics taught most frequently in comprehensive homemaking courses are the same as those reported for the food and nutrition courses. Other courses reported the incorporation of food and nutrition topics that were closely related to the specific subject matter areas. For example, consumer education courses included planning and organizing for buying food, managing the food budget, and labeling and food standards.

Food and nutrition is not only an area of great interest to a large majority of students, as indicated by enrollment

figures, but also an area of definite need for everyday living. Knowledge in the basics of food requirements, nutrition, and food preparation should be essentials for every individual. Many students recognize the value of this type of training and find various means of applying these skills in their present position as teenagers. One of these students is Teresa Bush of Milan, Illinois.

> *My home economics experience has helped me in planning and preparing meals. At our house, this is a challenge because we have a large family of varying ages. Besides being able to help in the preparation of meals everyday, it is especially important when my parents go out of town; and I have the position of head of the household. It is my responsibility to see that everyone gets a balanced meal at dinner. Planning and preparing meals is important not only from a nutritional standpoint but from an economical standpoint as well. Preparation of meals for our large family proved to be a great help when we planned a dinner for approximately two hundred people in the community.*
>
> *Being very active in student council has given me the opportunity to put my home economics experience to work for the good of my school.*

Some of the activities in which my home economics knowledge has been beneficial include:

--Planning and preparing the food booth for a school carnival which raised $1,760 for the school.

--Providing refreshments for our blood-donor program.

--Buying and making large quantities of punch and refreshments for many school dances and functions (and staying within the budget!).

--Serving as chairman of the meal at our Conference for the Aged.

The highlight of these experiences was buying, planning, and preparing a meal for over 50 elderly people. This was a tremendously rewarding experience and a challenge. As I used the skills I had gained to decide on a menu, purchase the groceries, and supervise the preparation, I became better acquainted with another generation; and we learned from each other.

I have found that my home economics education can be of great use in my community as well as school. I have presented food demonstrations on the club and county levels for 4-H. One year as top demonstrator in Rock

Island County, I presented my demonstration on the state level. Besides being an educational experience for myself, I felt I could also educate the audience on economical and proper methods of food preparation. Now, I am serving as a leader and share my knowledge with the younger members which is very rewarding.

Another community project I have worked with is Handi Buds, a special club for handicapped children. I have used my food experience in helping the children learn to prepare nutritious foods and snacks. By working with these handicapped children, I have learned a lot about family relations and child development as well.

In the future, I plan to pursue further education in home economics at either the University of Illinois or Iowa State University. I would like to study the different areas in home economics to get a broader perspective of the many career possibilities in the field. Home economics is unique in that no matter what I might study in pursuit of a major and career, it can all be useful in everyday life.

In attempting to help students apply what they are learning, current needs and trends within society are analyzed. Schools are including courses in the curriculum in order to meet these

needs. These are often one-semester courses that focus on immediate student concerns and have no prerequisites thereby attracting large numbers of students.

One such topic in the food and nutrition area is weight control. Although the titles, such as "Wise Weight," "Obesity and Behavior Modification," "Nutrition and Weight Control," may vary somewhat, the central focus of the courses is the same. A number of schools may be unable to offer a complete course on weight control, but include a unit within the context of another foods course.

Many teachers are sensitive to the personal needs of individual members of the class and the class as a whole in planning curriculum. Deborah Tippett, a home economics teacher in Durham, North Carolina was able to use her class to help a particular student with a weight control problem.

> *In the spring semester of 1978 in my exploratory eighth grade home economics class at Carrington Junior High in Durham, North Carolina, I had a student who was extremely overweight. She was 5'11" and weighed almost 300 pounds. She was only 13 years old but she could have passed for a thirty-year-old woman. She was often mistaken for a parent in the school hall by teachers who didn't know her. She appeared withdrawn and had few friends.*

After a discussion in class during a nutrition unit on menu planning, this student approached me for help. She showed me a diet her doctor had given her two months before. She asked me if I thought it was nutritionally sound and if I would explain the diet to her. Her class was a particularly supportive one, so I decided to plan the class activities for the next few days around this diet. As a class we analyzed the diet according to the nutritional content, discussed the importance of exercise, and planned menus for this student. The class took the assignment seriously. During the lunch period, I could see the students in the class sitting with the overweight student to give her "extra support." I once saw the student walking about two miles from the federal housing project where she lived. She later told me that she walked five miles a day during the summer.

This same student enrolled the following year in my introductory ninth grade home economics class. The first day of school, I didn't recognize her. She had lost 150 pounds. Her personality had changed. She became outgoing, friendly and self-confident. One day in class I had to correct her for giggling with

one of her friends. It was that day that the full impact of what had happened hit me - I realized that the year before she didn't have any friends with whom to giggle. But at a normal weight, this student could behave as a normal teenager.

A number of topics included in food and nutrition can spark a personal interest and talent within a student. Often a student will take the initiative to expand that interest and explore their own creativity. Some have even created a money making venture that can be carried out in their own homes.

Cathy Scruggs of Lake Wales, Florida started a home bread factory since living 30 miles from the closest town proved to be a disadvantage in seeking an after-school job.

Cake decorating provided a profit for a student at Lewisburg High School, a rural high school in southwestern Kentucky.

Sherri was a typical senior with the excitement of graduation near. She was sometimes a discipline problem since her interest level in home economics was centered on particular areas.

When the unit on cake decorating was first introduced, she immediately began with, "I can't do this! It's too hard." Slowly

her attitude changed; she began to take interest in trying to decorate an Easter Bunny. Before the end of the unit, Sherri had developed an interest and high degree of skill in cake decorating. She started purchasing pans and decorating equipment and began a small business adventure. As word of her work spread throughout the community, orders for birthdays, showers, and weddings increased rapidly.

Sherri soon had more orders than her spare time could accommodate. During the remainder of her senior year, she continued to bake cakes for profit. Her profits were used to help pay for her senior graduation expenses and other things she needed or wanted.

The learning experience was extended to provide a profitable income. Upon graduation, Sherri continued to bake cakes for friends and community people. The profit was very helpful as was the personal enjoyment and self-esteem that she gained.

Other students enroll in the occupational food courses with the intention of taking their study in food and nutrition further into a livelihood in the food service industry.

Cynthia Harrison graduated from North Lenoir High School, North Carolina. In high

school, she was an excellent student in the occupational food service course and tied for the honor of Outstanding Occupational Food Service Student.

Shortly after graduation she was hired as a helper in the Winn Dixie Bakery Department. It was very obvious from the beginning that she would climb up the ladder in her work. After working a few months, Cynthia received a large raise due to the productive way in which she worked. In less than a year, she was promoted to assistant manager in the bakery department. She is responsible for supervising other workers as well as performing duties required to keep the bakery department running smoothly. The manager of Winn Dixie states that she is very thorough, efficient, and a productive supervisor.

Cynthia is quick to acknowledge that she owes her interest and beginning in the food service business to her enrollment and experience in the occupational food service course at North Lenoir High School.

Helen Cole of Rayne High School in Louisiana discusses her beginning in the food service area:

I first joined the occupational food service course in my junior year. I appreciated

the occupational food service courses at the time because I enjoyed learning about the preparation of different foods.

This course encouraged me to continue learning about food and nutrition and developed my skills in such a way that I was able to gain employment in the food service area. I am presently working at Petijean Elementary School in the cafeteria. The school has approximately 500 students and 19 teachers. There are five other food service employees in addition to three students from Rayne High School that are currently in the occupational food service program.

My experience influenced other members of my family to enroll in the occupational food service program in high school. I have two brothers and a sister who are, as a result, employed in the food service industry. I highly recommend occupational food service to juniors and seniors so that they too can discover the value of this course in making a livelihood for themselves. I feel that this program in home economics should be continued and made available to all students.

As previously mentioned, the food and nutrition area has the highest enrollment of males in the home economics programs. Although many of the males enroll in these courses with objectives other than preparing for a career, a number of males discover an interest and go on to pursue related occupations. Betty Kooken, Chairperson of the Home Economics Department at Battle Ground High School, Battle Ground, Washington, relates two such situations at her school.

> *The students in a course called Survival for Singles are mostly boys. While in the class they learn the basics of cooking and serving food. More boys than I can remember have come back to see me as young men in the armed forces. They are proud to tell me that they have chosen food preparation as the area of study in the Army or Navy.*
>
> *I will never forget the day Larry stopped by my classroom in his Navy uniform with a big smile on his face to tell me that he had just been promoted. His new job was to be the cook for the officers on his ship. He told me that the basics he had learned in my class gave him a head start in his first cooking classes in the Navy. He had decided that after the Navy, he would go to a culinary institute and become a professional chef.*

Joe was a student in our department five years ago. He was involved in several classes that include study in food and nutrition and the possible careers that are involved with these areas.

Joe was an excellent student with sincere interest in food and nutrition, not just cooking and eating. He was also interested in math, science, and agriculture classes in high school. He at that time had definite plans for attending college and was preparing for that goal in high school.

Joe chose to pursue a career that would make use of all his interests and talents. He majored in food science at Oregon State University. The School of Food Technology at OSU has a very high rating. After graduation, he was hired by Castle and Cook Corporation to work for the Dole Pineapple Company. His present job is in Hawaii working with quality control. He is doing research with the metals used in cans and their effect on the pineapple. He enjoys his work and plans to look into a managerial career in the future.

Anniston Area Vocational Technical School located in Anniston, Alabama has been the setting for many youth desiring

basic training for entry level employment. Students may select from 16 different course offerings. The teacher of the Food Management, Production, and Services course there shares the experiences of an ambitious young man in her class:

> *I have always wanted students to achieve, to feel and experience success, and to discover their individual talents. One of the most successful experiences in helping students to achieve and develop skills has been my work with Gerald, a bright and intelligent young man. He is a senior and is the only male student enrolled in my Food Service class.*
>
> *During the beginning of the school term, each student was asked to write an occupational objective. Gerald's career ambition was to become a chef or restaurant manager. He was allowed to do research to determine educational requirements, duties, responsibilities, and skills required of these jobs. His work in class and laboratory has certainly proven his career ambitions.*
>
> *I have been very pleased and impressed with Gerald's work. It has been a challenge to teach Gerald because of his enthusiasm and ability. He has learned to master many management and food preparation skills. His leadership enabled him*

to gain the respect of his classmates and he was chosen president of the HERO (Home Economics Related Occupations) Club.

Gerald began with an entry-level job in one of the local restaurants. He was later recommended as a chef-trainee in a very popular restaurant in Anniston. His current plan after graduation is to pursue the area of food service in the United States Air Force.

Due to his aspirations and skills, I look forward to hearing successful reports abo Gerald in the future.

Instruction in the food and nutrition area has also provided important training for handicapped students. Many handicapped students are able to experience success in this area and receive occupational opportunities that might otherwise be unattainable. Delores Foreman was a student in the commercial foods course at the Kentucky School for the Deaf. Her teacher describes her success in preparing and serving food for a reception for one of the local civic clubs.

Her first accomplishment was learning new ways of measurement, faster methods of quantity food preparation and reliance on herself to handle a job. Delores asked questions about planning the reception: who, how many, how would

it be set up, what would be done in case the punch ran out? These questions required thinking and looking ahead. That was the second success.

The third and probably the most important achievement was that Delores gained confidence in herself. As a hearing impaired student, how would she manage to communicate with all the people expected to attend? The language barrier between herself and the civic club was an obstacle for her. Delores has found that she can surmount that obstacle, which gives her self confidence.

Delores has a good future in commercial foods. She has the aptitude and the attitude for this area. She has a bright future because of the job opportunities available to her through commercial foods.

During her junior and senior year, Jane was enrolled in the occupational food service program in a small high school in Hoonah, an isolated fishing village of 800 people in southwestern Alaska.

Jane was a special education student throughout her school career. As she entered the junior year of high school, she was reading at a fifth grade level with comprehension at the

middle fourth grade. Her math computation skills were equally poor. Her frustration in school was often displayed by frequent temper outbursts and an inability to get along with either peers or teachers.

While a student in the occupational food service program for two years, Jane worked in the student operated Busy Bakers' Bakery, the only bakery in town. The students also prepared luncheons and dinners for sale to the community. She worked well in the bakery and learned cooperation with her fellow student-workers.

Jane graduated from Hoonah and enrolled in the Seward Skill Center. After completion of a course in baking, she worked for six months in a local motel-restaurant. Now she has returned to the Skill Center once more for a longer course in short order cooking and the complete cook's course.

Without the occupational opportunities Jane received during high school, it is doubtful whether an employer would have hired her. She had poor human relations and academic skills, and had no employment training whatsoever. Through the high school program, she graduated with basic food preparation skills, good employment attitudes, and the experience of having worked as

an actual employee for two years. In this high school program, she was able to learn without fear of failure. She became employable before she left high school.

This is just one example of the difference home economics can make in students' lives.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

Classes in the category of housing, home furnishing and equipment were offered in almost half of the schools participating in the 1980 National Census Study. The topics included most frequently in these courses include: factors influencing furniture arrangement, aesthetic aspects of home furnishings, factors influencing furnishing decisions, types of housing, and function of housing. The topic included least often was citizens' responsibility to community regarding housing, e.g., maintenance, grounds care, local government.

The housing topic included in the greatest number of schools and also taught most frequently in the comprehensive homemaking courses was safety in the home. This topic was also found to be included in child development, family health, and food and nutrition courses. Three other housing topics which were included in about 85 percent of the schools in the study were: types of housing; functions of housing; and selection, maintenance and care of housing, furnishings and equipment. The topics included least often in the schools were housing conservation through renovation and/or restoration and citizens' responsibility to community regarding housing.

Other subject courses also included housing topics. Consumer education courses included legal aspects of housing and financial factors related to renting, buying, building, relocating.

Selection, maintenance and care of housing, furnishings, and equipment and safety in the home were included in home management courses.

The housing, home furnishing, equipment area is not selected as frequently for study as the other subject matter areas. The lower student enrollment may be a reason that fewer schools include topics in this area as compared with the other subject matter areas in the 1980 National Census Study. Although the topics in the housing, home furnishing, equipment area have great applicability to their future lives, students may not be able to identify current relevancy to their teenage situation. Redecorating is one aspect where students are often able to immediately put the principles learned into practice. Donna Nipper, Fayetteville, Georgia, describes how she applied skills learned in a housing class:

> *My interest in interior decorating was awakened when I enrolled in the Housing Horizons class. I used my new skills in decorating when I redecorated a part of my room last year and our living room this year.*
>
> *While redecorating my sewing corner on a budget, I learned to refinish a small four-drawer cabinet. I also added a wall lamp, carpet runner, waste basket, and made a floral arrangement of fabric scraps.*
>
> *We had a larger budget to work with when redecorating the living room. The entire family*

got involved with repainting the walls and cleaning the carpet. My mother and I chose the new draperies and made a circular table cloth and some throw pillows. We also replaced an old rocker with a new barrelback chair my grandmother gave us. Having a flair for oil painting, my grandmother contributed by giving us a picture she painted of the old county courthouse. Everyone was proud of the results after we finished this lengthy project.

Through high school courses in this area, some students discover an interest in pursuing further education and training in a related field, usually interior design. Occupational interior design courses are offered in some schools giving students an actual experience in decorating and furnishing a home on a budget. The homes are built by students in other occupational courses, such as occupational construction trades. The students in the interior design class make decisions on everything from floor and wall treatments to lighting fixtures and accessories. After completion, the homes are put on display and made available for sale to the public. Although this provides valuable experience, a student would generally be required to obtain additional training before being able to step into a career in interior design. Lorelei Aldridge, Kinston, North Carolina, had a similar learning opportunity which increased her desire to explore a career in interior design.

I was first introduced to home economics when I was eight years old. I feel that each year following that introduction has been one of growth and expansion. I have participated in numerous projects which have been related to the study of home economics.

A few years ago, my family built a new house. With all the work that goes into building a house, I was able to incorporate many of my home economics skills. I assisted my father in wiring our house by installing the outlets and power box. I also assisted in choosing the color schemes for the various rooms and making draperies and bedskirts.

Home economics has definitely influenced my decisions in choosing a career. I am interested in pursuing an education at East Carolina University with a double major in Clothing and Interior Design. My career goals lean toward becoming an interior design consultant whereby I can incorporate my experience in clothing by helping with fabric choices, style, and design.

FUTURE HOMEMAKERS OF AMERICA (FHA/HERO)

Future Homemakers of America (FHA) is an organization founded in 1945 and sponsored by the U. S. Office of Education through the Home Economics Education program and the American Home Economics Association. It operates on a national, state, and local level. State associations and local chapters elect their own youth officers. State programs come under the direction of the Home Economics Education Staff, State Department of Education. Chapter advisers are home economics teachers. The goal of the organization is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

Future Homemakers of America is a unique organization since it:

- --is an integral part of the home economics education curriculum that operates through the school system;
- --provides opportunities at national, state, and local levels for student initiative and directive in planning and carrying out individual and chapter projects;
- --emphasizes personal growth and the individual's desire to work toward change rather than toward a symbol of recognition, award or a status; and
- --is supported by membership dues.

Any student who is taking or has taken a course in home economics or related occupations is eligible for membership.

There are two types of chapters: FHA chapters place major emphasis on consumer education, homemaking and family life education combined with exploration of jobs and careers. HERO (Home Economics Related Occupations) chapters place major emphasis on preparation for jobs and careers with recognition that workers fill multiple roles as family members and community members. As the adviser, the teacher uses the structure of the FHA/HERO chapter to give home economics students leadership experiences in planning and directing their own activities and projects that in turn give home economics class learnings more meaning.

Included within the 1980 National Census Study were figures on the number of schools including each of the topics in FHA activities. It was found that topics from each of the subject matter areas are being used for FHA activities. Those topics used most frequently include: child abuse, family planning decisions, roles and responsibilities of parents, decision making and values, goals and standards, personal appearance, self-concept, and food preparation.

Future Homemakers of America can be an important means of providing leadership opportunities for students. Many students who have had little previous opportunity for experience and personal achievement develop self-confidence and skills which were previously untapped. The personal growth of these students aids them not only in high school but also as they make decisions for the future.

As a freshman and sophomore student, Maribeth was a quiet, shy, unrecognized, but good student. She came to school, did her work, and went home.

Nobody knew Maribeth. She took some home economics classes and several of the teachers noticed her potential. The staff encouraged her to enroll in the home economics occupation program. As a junior, Maribeth's talents emerged into full bloom. She didn't think that she could be an officer in the HERO club, but the teacher encouraged her to apply. She became the club's secretary-treasurer and did more than an outstanding job. She continued enrollment in home economics occupations classes and entered the world of work, along with her school tasks and her HERO club responsibilities. Her work experience is directly related to the home economics skills learned at school.

Through these experiences she developed enough self-confidence to apply for a state officer position and became the Colorado State Secretary-Treasurer for the 1979-80 school year. Through this experience, she had the opportunity to travel and to make presentations to large groups of audiences. In a recent interview for a scholarship, Maribeth was asked what her proudest accomplishment was during her high school career. Her reply was that she had been able to become a HERO officer and develop poise as a speaker.

As a senior, Maribeth has decided to make home economics her career. She is recognized as a poised and talented student leader in this school. She has applied many of her home economics skills to daily living and has discovered herself as a person.

Judith Johnson
Home Economics Teacher
Littleton, Colorado

At the beginning of her freshman year, Ann displayed in various ways feelings of inadequacy. Apparently she would compare her abilities with those of her extremely competent mother.

Throughout the year in home economics, this student had an opportunity to practice many consumer and homemaking competencies in class. She was given the opportunity to do things with others her own age, and she found out that she really wasn't as incompetent as she had long believed. That year Ann also participated in FHA/HERO and did Encounter projects. This gave her a chance to practice her competencies outside the classroom which was not only a broadening experience for her, but which also helped give her some recognition.

In the fall, Ann was selected by the local FHA chapter to run for state office. There were

several members in our chapter who really wanted this honor, but wisely, Ann was selected by her peers. She worked extremely hard preparing for the fall district meeting where she would be running for this office. She won, which did a tremendous amount of good for her. Now Ann was someone who had achieved something that her mother had not already achieved nor could achieve.

Ann ran for state vice-president at the North Dakota State FHA/HERO Convention and won that office. She also ran for national officer candidate from North Dakota and won that honor also.

Nothing succeeds like a bit of success and through the vocational home economics program, we were able to help Ann to succeed. She is not afraid anymore.

As a home economics teacher and FHA/HERO adviser, I feel proud when I sit back and evaluate the personal growth of many of my students.

Irene Levang
Home Economics Teacher
Edmore, North Dakota

Approximately four and a half years ago, I taught a student named Carol in Kersey, Colorado. Carol and I still communicate on occasion so I am able to tell you about her.

Carol was a special needs learner who had difficulty with reading and math. Her family was economically disadvantaged.

I integrate FHA/HERO (Future Homemakers of America - Home Economics Related Occupations) into my classroom so that students may experience personal growth in leadership and decision-making skills.

Carol indicated that she had a concern for the elderly and the disabled. In order to encounter personal growth, we planned several projects. She adopted two grandparents at a neighboring retirement community. Her numerous visits were observed by the personnel and she was later employed by the institution. She was able to care for the elderly as well as two convalescent women who were approximately 30 years of age.

In the classroom, we developed a training plan which included the skills that she needed to perform at her job and the management of her paycheck. In the spring of that year she entered the Nurse Aide Proficiency event at the State FHA/HERO convention. She received a fourth place rating out of 10 contestants. This recognition helped her to grow even more.

In our most recent communication, Carol told me that she is now employed by a wealthy family whose son met with an unfortunate car incident which left him permanent paralyzed. The family chose her because of the care and concern that she gave him at the institution.

Carol has mentioned several times that if it had not been for this aspect of education, she would not have seen the relevancy in other courses. She may not have graduated or she may be on the welfare lists.

Brenda M. Bak
Home Economics Teacher
Fort Pierre, South Dakota

Due to the organizational structure of FHA/HERO, students are able to serve as officers on the local, state, or national level. This provides opportunities for assuming responsibility and decision making. Students develop leadership capabilities and competence to work with others. Serving as an officer can also provide additional experiences through travel and participation in conventions at various levels.

One of our successful students is a Tlinget Indian from a large family of modest means residing in our small community of Sitka. She received her leadership training through our Future Homemakers of America chapter.

Through our home economics program she participated in and became a leader of our volunteer work at the local Pioneer Home for retired Alaskans. As an FHA member, she was able to travel to the state FHA leadership convention in Anchorage and was eventually elected president of the state organization. Holding the office of president developed her organizational ability and enabled her to travel to the national FHA convention where she received further leadership training.

Due to her outstanding work at the Pioneer Home, she was able to obtain a state scholarship to attend a large university. She has since received a masters degree. Without the Future Homemakers of America training in high school, I doubt that she would have had the confidence and assertiveness to go on to college and successfully survive the competition of the "outside" world. The opportunity to participate in volunteer work in high school helped her obtain the scholarship because of the interest and skills previously developed.

Marilyn Wilson
Home Economics Teacher
Sitka, Alaska

Working with home economics and FHA/HERO has given me a great experience with myself. I have come to know myself as an individual and a unique person. Home economics has helped me to promote my leadership ability and to open up to the responsibilities of life. I have had the opportunity to travel and meet many new people. I know that to reach a goal, I have to work hard.

As a freshman, I was enrolled in home economics and was an active member of my local and district FHA/HERO chapter. I served as reporter and attended two district meetings, the State Leadership Meeting, and the National Leadership Meeting in Seattle, Washington. As a sophomore, I served as secretary of the chapter and was able to again attend the State and National Convention. I was elected president of Mississippi's Future Homemakers of America Association for my senior year and have been actively involved in FHA/HERO projects on the local, district, and state level.

I truly believe that I would not be the person that I am today if I had not had the opportunity to take home economics and be involved in the FHA/HERO activities. Due to my experiences,

I plan to major in home economics and work with children in the future.

Terri Lunn Thompson
Hamilton, Mississippi

Although females comprise the majority of the membership of FHA, the male members very often find themselves elected to positions as officers. Jeff Sizemore eventually became the FHA president at Starmount High School in North Carolina.

The last thing in the world I would have thought of when I entered Starmount High School was of becoming the president of the Starmount chapter of FHA. As it came about, I realized that it was a time of opportunity and involvement in a part of school I hadn't even heard of. It started when I joined the Independent Living class in my junior year. In that class, I learned skills or trades in such things as household development, family life, food preparation, and how to take care of myself in a safe, healthy manner.

As the year started, we had executive elections for FHA. I was somehow elected vice president. After a lot of thought about how I would look as a male in an almost strictly female class, I decided to do my best

because I always try to be the best I can, even though it is sometimes a difficult task.

Now I'm in my senior year at Starmount and president of FHA; I'm truly proud of the position I hold. I think everyone, male or female, should join FHA and home economics just for the experience of being into something they can relate to and do their own thing without criticism. I hope other people can relate to my ideas and goals and join FHA because we're building America. I see the things we're doing to help ourselves and others.

After serving as a local and state officer for two years, Brenda Parker was chosen as National President of the Future Homemakers of America her senior year. Although this position demands a great deal of time and responsibility, it offers limitless leadership opportunities.

My interest in home economics has increased and broadened immensely through the Future Homemakers of America. In school I have held many class and local FHA/HERO offices, and this year I am the home economics teacher's assistant for a freshman class. My sophomore year I was elected as the Area I FHA/HERO Parliamentarian. I served the Texas Future Homemakers of America as vice-president my

junior year, and I am currently fulfilling my role as the National President of the Future Homemakers of America (1977-78).

These offices have given me the opportunity to travel throughout Texas and the United States sharing my views on the homemaker, the family, and home economics. I have gained a great deal of knowledge and insight about home economics from people throughout the country. I have also shared my home economics education with several community groups. Last year, I worked with a group of educable mentally retarded students in home economics education. I can truly state that I have gained a great deal from home economics and the Future Homemakers of America, and I have used these two as a tool to help me grow "Towards New Horizons."

Brenda's parents also recognize the influence that FHA has had on Brenda and her accomplishments.

Brenda has devoted much time to serving as the National President of the Future Homemakers of the America. In this capacity she had traveled extensively, attending and speaking at various state and national meetings. While this has required much of her time, effort, and ability, it has been a tremendous opportunity for Brenda

to meet and establish friendships with many outstanding individuals throughout the country. Her knowledge of government and its functions has vastly improved. Being extremely conscientious in all of her endeavors, this past year has certainly been a challenge since her position has required her being away from home and school approximately half of her senior year. Yet still, she served as head cheerleader and is active in band; local, area, state, and national FHA meetings; her church; various other school and community activities and organizations; and will graduate as valedictorian of her class.